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ABSTRACT

This curriculum guide outlines a proposed course in the hospitality industry for Greenville, Maine, High School. The course would be organized in four areas--lodging, recreation, travel, and food service--from which the individual instructional units would be developed. This guide contains the following course information for each of the four areas: time, class size, class organization, and scope of course. It also includes objectives matched with suggested learning activities for each course. The courses are planned to include interaction with the hospitality facilities in the area. (KC)

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THE HOSPITALITY INDUSTRY

a proposed vocational course

Greenville High School

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THE HOSPITALITY INDUSTRY

May 1988

Curriculum

first draft

Prepared by Greenville High School
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Introduction:

Johnson and Wales College of Providence, Rhode Island, describes the hospitality industry as including, "the four major areas of lodging, travel, food service, and recreation..the fastest-growing industry in the world today".

The US Department of Labor projects the hospitality industry as an industry of growth through 1995.

The Moosehead Lake area is a four-season recreational area. The past few years have shown a tremendous growth in tourist activities. It is forecast that this growth will continue for years to come.

A vocational course exposing our high school students to the various hospitality industries and the potential for employment is desparately needed. Continued awareness of employment opportunities by our youth will provide a quality labor pool for the hospitality industry.

The exposure and training which our students receive through our hospitality program may provide direct employment after high school graduation; or, may encourage our students to obtain additional post-secondary training.

Our proposed course will utilize the personnel and facilities of our local hospitality industries. Students will be involved with "hands on" activities. Field trips and guest speakers will aid in developing a well-rounded curriculum.

COURSE INFORMATION:

Prerequisites should include English, basic math, typing and a desire to work in the hospitality industries.

Students will be exposed to the four areas of the hospitality industries. These areas will serve as the nucleus from which the individual instruction units will be developed.

LODGING:

The larger unit of Lodging may be broken down into smaller units such as housekeeping, front desk operations, reservations, maintenance, etc. Local resources such as the hotel at Big Squaw Mt. Ski Resort, smaller motels, housekeeping cabins, Lily Bay State Park, State of Maine Forestry Campgrounds and private tenting areas may be examined for their unique qualities and contributions as a source of lodging.

RECREATION AND TRAVEL:

The Recreation and Travel units may deal with topics such as recreational facilities, public relations, tourism and promotion.

To examine recreation and travel, many of our local industries could be examined. In addition to the effort of individual industries, the Moosehead Area Chamber of Commerce does a great deal of promotion of the area as a whole. The area is well-known for the annual Seaplane Fly-In, the dogsled races, hunting and fishing opportunities, boating, snowsledding, skiing, white water rafting and lake rides on the steamboat Katahdin. Other attractions include the various flying services, museums, golf courses, tennis courts, cross country trails, fitness center, guide service and others.

HOSPITALITY INDUSTRY:

Time Available:

A two-year course of study with a flexible schedule averaging not less than 12:5 hours per week for 36 weeks per year. The flexible schedule is necessary toa llow the students to take advantage of local resources and to participate in a variety of experiences in a realistic setting.

Class Size and Student Ability:

The class requires a minimum of eight students and a maximum of not more than 16. A class size of 10-12 students would be ideal. This would allow optimim use of the available resources. As this is a consecutive two-year program and will rotate with other vocational programs on alternate years, this course will be available to any sophomore, junior, or senior goal that would involve the hospitality industry. The course is not limited to any specific student population, but through the flexible scheduling and individualized (small group) lab experiences, would be as appropriate for the special education student as the accelerated college student who has expressed a desire and aptitude for a career within the hospitality industry.

Class Organization:

The Hospitality Industry will be divided into 9 basic clusters. The composition of each cluster could be relevant to several of the hospitality industries. It is expected that during the first year of the course each student will be rotated through all 9 clusters, gaining a well-rounded background, understanding and appreciation for the hospitality industry. This exposure will occur in a variety of experiences that would include, but not be limited to, classroom activities, guest speakers, field trips, demonstrations, and actual lab work within an industrial setting.

FOOD SERVICE

The food service area will deal with topics such as fast food, dining service, sanitation, menu planning, desserts, salads, meat cutting, breads, etc. Students may be exposed to the full range of food service from catering to the lunch counter, from conventions to bed and breakfast, from institutional to the white water rafting steak cook-out.

The Maine Bureau of Employment Security projects that the hospitality industry will be an industry experiencing growth through 1995.

Statewide the 1984-95 projected growth patterns show a 73.5% increase in amusement and recreation services, a 27.7% increase in employment in hotels and other lodging places, a 25.4% increase in eating and drinking places and an overall 14.2% increase in transportation.

The Maine Department of Labor has listed the 25 occupations with the greatest number of projected annual openings through 1995. Selected occupations on that list include janitors, porters, cleaners, waiters, food prep workers, guards and doorkeepers, and kitchen helpers.

Statewide the 1985 average hourly wage for a baker was $5.55, $5.66 for a restaurant cook, $4.77 for a restaurant hostess, $3.51 for a recreation facility attendant, and $4.93 for a desk clerk.

In Piscataquis County there has been very little growth in the hotel or amusement employment areas in the last ten years. The restaurant employment has increased from a yearly average of 64 in 1975 to 222 in 1985. The Bureau projects that the lodging industry will show a major growth in Piscataquis County within the next few years.

Food Service:

Food service deals with all aspects of the customer's receiving his meal. The environment of the room, how the reservations were handled, how the order was taken and served, down to how the table was cleared are a few of the many important aspects of food service.

Scope:

The food service unit consists of 22 hours of classroom instruction, 31 hours of group lab experience and 10 hours of individualized community based learning. This makes the unit approximately 6 weeks long.

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Date_____Book No._____

1. The student will gain an understanding for the food service industry and its place in the hospitality industry.

The student will be able to:	Suggested activities:
identify several careers in the food service industry	-guest speaker from the state employment bureau -brain storming ideas -research the want ads for employment activities
take a reservation	-film from the Innkeepers' Assoc. -professional dining room service -shadow a hostess -set-up and delegate stations to waitress-waiter worksheets
compare/contrast different types of eating establishments	-conduct surveys of the various area eating establishments
describe appropriate apparel for the food service industry	-survey various establishments for the type of clothing worn -discuss the appropriateness of the apparel
distinguish table and booth serving tecniques	-observe table serving and booth serving & compare the difference -order of serving (breakfast, lunch , dinner) -banquet serving
recognize dining room safety standards	-maintain health and safety standards
distinguish between different types of charges, i.e., credit card, room	-guest speaker-cashier from local eating establishment -worksheets on determining various types of charges

1. continued

The student will be able to:	Suggested activities
assist in function meal planning	-plan a meal for 20 or more people
be knowledgeable in the preparation and serving of various beverages	-film from Innkeepers' Assoc. Beverage Serving -guest speaker
compare the menus of various eating establishments	-conduct a comparison survey of the menus of local restaurants -discussion
list interpersonal relationship qualities that increase co-operation between the various food service personnel	-role play -selected readings -interview -teamwork
list interpersonal relationship quqalities that are needed to handle 1-customer complaints 2-presenting the check 3-poor tips	-role play -discussion -worksheets

2. The student will gain entry level skills in the area of food service.

The student will be able to:	Suggested activities:
greet and seat customers	-CBL experience as a host/hostess
explain the menu, specials, do suggestive selling	-CBL -job shadow -role play
do opening and closing sidework	-CBL -job shadow -practice
write a customer's order	-CBL -Film Innkeepers' Assoc. (Professional Dining Room Service) -classroom practice
serve the order	-classroom practice -CBL
serve on a buffet line	-classroom practice -class activity -CBL
properly clear a table	-CBL -class activity
accurately prepare a customer's bill	-classroom practice -worksheets -CBL
display a buffet in a pleasing manner	-class activity -CBL
set a table appropriate to the meal	-classroom practice -CBL

3. The student will gain an appreciation for the food service industry.

The student will be able to:	Suggested activities:
list various food-service occupations and describe each job	-worksheet using the dictionary of occupational titles -interview a food service worker -guest speaker from the Maine State Employment Bureau

Food Preparation:

The food preparation unit will give the beginning hospitality student a wide and varied experience in the many facets of kitchen work --from soup to nuts.

Scope:

The Food Preparation Unit will involve 95 hours of study. Actual classroom time will be 23 hours, group lab experiences will involve 64 hours and community based learning- the remaining 8 hours. It is expected that food preparation will be an ongoing unit beginning in September and ending in June. The unit will require the use of classroom, school kitchen and other cooking facilities.

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Date_____Book No._____

Objectives:

The student will gain an understanding of the Food Preparation industry, the tools, equipment and materials.

The student will gain entry level skills in a variety of food preparation techniques.

The student will gain an appreciation for the food preparation worker and her/his place in the hospitality industry.

Objective #1 Understanding

The student will be able to:	Suggested activities:
plan a nutritious menu	-survey various menus -discussion of the basic food groups -class practice -guest speaker -nutritionist
receive and issue supplies	- speaker- purchasing clerk -job shadow a purchasing agent -speaker wholesale salesperson -worksheets
recognize the appropriate use of herbs & spices	-discussion -worksheets -taste tests
determine the cost of an individual meal	-worksheets -comparison shopping
properly utilize recipes	-cook/bake various products utilizing recipes
convert recipes for group cooking	-worksheets -group activity -expand a recipe to feed a group of 50 -discussion on individual serving size
recall appropriate kitchen safety procedures	-discussion -demonstration use of fire extinguisher -guest speaker -worksheets
list various cuts of meat	-worksheet -guest speaker-local butcher -field trip to butcher shop -grading

Obj. #1 continued

The student will be able to :	Suggested activities:
describe various cooking methods and techniques	-discussion -worksheets on culinary terms
describe appropriate methods of food and meat buying	-guest speaker -purchasing agent -selected readings from cooperative extension -worksheets
list various procedures for proper storing and freezing of food	-guest speaker - cooperative extension -discussion
recognize and name various kitchen tools and stationary equipment	-worksheets -name the various kitchen tools and stationary equipment
list the essential elements of preparing an attractive plate	-discussion -class practice
select from a list appropriate kitchen sanitizing techniques	-discussion -guest speaker -lab practice
identify occupations in the field of food preparation	-discussion

Objective #2 Skills

The student will be able to:	Suggested activities:
maintain sanitary kitchen conditions	-assist in clean-up operation -identify appropriate sanitation procedures
safely and properly use knives and cutting tools	-worksheets -identification and use of all knives
safely and properly operate a grill	-operate a grill maintaining the correct temperature -cook food on a grill -safety procedures
safely and properly operate a fryolator	-operate a fryolator maintaining the correct temperature -safety procedures
safely and properly operate an oven	-operate an oven maintaining the correct temperature -use an oven for baking and broiling -safety procedures
safely and properly operate mixers, grinders, blenders and other kitchen equipment	-demonstration of each machine appropriate safety procedures
prepare soup from stock	-classify soups -preparation of stock -preparation of soup from stock
prepare popular desserts (cakes, pies, puddings, etc.)	-make a variety of desserts -study causes and remedies of faulty desserts
bake various breads/rolls (yeast, sweet, etc.)	-bake breads -demonstration of various roll making techniques
prepare entrees	-roast -broil -grill

Objective #2 continued

The student will be able to:	Suggested activities:
arrange an attractive dinner plate	-arrangement of dinner plates with garnishes
prepare various salads(tossed, molded,etc.)	-the successful salad -make a tossed salad -make a jellied salad -prepare a salad bar
prepare various appetizers	-classify appetizers -prepare and serve appetizers
perform basic butchering techniques	-assist in cutting steaks -assist in cutting up a chicken -tenderize meat
demonstrate appropriate food portioning	-weigh food portions
proper cut produce	-dice -slice -cube
demonstrate appropriate fire control methods in the kitchen	-methods demonstrated for grease, electrical and paper fires
utilize properly the basic tools and implements	-demonstrated use of the tools and implements
demonstrate appropriate seasoning techniques	-worksheet -purchasing correctly -seasoning

Appreciation

The student will be able to:	Suggested activites:
list various food preparation occupations, describe their job description	-worksheet involving the use of DOT -interview a food preparation worker -guest speaker from State Bureau of Employment

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Date_____Book No._____

Recreation:

The effective and enjoyable use of leisure time is one of the most important aspects of the hospitality industry. In fact, it is this leisure time that forms the basis for the hospitality industry.

Scope:

The Recreation Unit will involve approximately 6 weeks. There will be 13 classroom hours, 30 hours of group activities such as hiking and rafting, and 20 hours of documented individualized recreational activity.

Objectives:

To develop an understanding of the recreation industry.

To develop entry level skills in working with recreational groups.

To develop desirable interests, attitude and appreciation relative to the recreation industry.

Objective #1 Understanding

The student will be able to :	Suggested activities:
relate the history of leisure time activities	-discussion of the history of leisure -selected readings -write a report
list the working conditions of several recreational jobs	-conduct a survey -develop a chart listing the various recreational jobs in the area and compare the working conditions
research the existing and needed recreational needs of the community	-conduct a survey -study the town's comprehensive plan -attend a planning board session -familiarization tour of a recreational area
list the certification requirements for several recreational occupations	-worksheets hospitality industry occupations -interivew various professionals in the recreational area
Identify the wide range of services within the travel industry	-visit and interview a travel agent -visit and interview adults who travel for business or pleasure

Objective #2 Skills

The student will be able to:	Suggested activities:
serve as a tour guide	-serve as a tour guide on the Katahdin -work in the chamber of commerce -counselor for a white-water rafting group -dispense recreational information at a sportsmen's show
demonstrate group instruction techniques	-class discussion -give instructions to a group

Objective #3 Attitudes/Appreciation

The student will be able to:	Suggested activities:
document not less than 20 hours of personal recreational experience	-maintain a diary that documents not less than 20 hours of personal recreational experience with accompanying feelings and impressions

Publicity/Promotion:

Advertising and promotion is an important aspect of the hospitality industry. This unit involves writing composition, drawing and speaking skills, as well as an ability to produce interest and enthusiasm for the product.

Scope:

Two weeks or 21 hours are dedicated to publicity/promotion. They will be allocated as follows: 9 hours of classroom, 10 hours of group experience, and 2 hours of community based learning.

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Date_____ Book No._____

Objectives:

The student will gain an understanding of the publicity/promotion aspect of the hospitality industry.

The student will gain skills in the basics of publicity/promotion.

The student will gain an appreciation of the publicity/promotion individual and his place in the work force.

Objective #1 Understanding:

The student will be able to:	Suggested activities:
list and describe the elements of design	-discussion -readings -comparisons
list several promotional techniques	-surveys -discussions -attend a product show
describe design trends	-selected readings -discussions -guest speaker
describe postal regulations as they relate to bulk mailing	-guest speaker local postal worker -assist in preparing a bulk mailing
compare and contrast various advertising media	-discussion -speakers from TV/radio/newspaper/magazine
will gain a knowledge of how to display photography	-guest speaker - photographer -discussion -relate elements of design
develop criteria of creating an appropriate mailing list	-speaker - publicity dept. -utilize marketing surveys
compare and contrast the costs of various advertising	-read a rate card -compare advertising rates and areas of circulation

Objective #2 Skill

The student will be able to:	Suggested activities:
write creative ad copy	-write ad copy -lay out a magazine ad or newspaper ad -write a radio ad copy
utilize appropriate elements of design in designing a poster/brochure	-design a poster -design a brochure - lay out , proofing, pricing
construct advertising displays	-assist in preparing displays for the chamber of commerce -set up a publicity booth
verbally present a product to a group	-speak at a trade show

#3

Appreciation

The student will be able to:	Suggested activity:
list various occupations and job descriptions within the publicity/promotion area	-worksheet involving the use of DOT -interview people working in the field -guest speaker

Maintenance:

Cleanliness and attention to guest comfort and safety are important aspects of the maintenance unit.

Scope:

The maintenance unit will encompass 18 hours; 5 hours of classroom, 9 hours of group activity and 4 hours of community based learning.

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Date..... Book No.....

Objectives:

The students will gain understanding of the maintenance aspect of the hospitality industry.

The students will gain basic skills needed to perform maintenance.

The students will gain attitudes and appreciation of maintenance workers and their place in the hospitality industry.

Objective #1 Understanding

The student will be able to :	Suggested activities:
list the duties of a chambermaid	-list duties -job shadow -CBL -worksheets
describe a key control system	-devise a key control system
create a job description for a hotel maintenance person.	-list duties -job shadow -CBL
describe the grooming operations of ski trails	-accompany the grooming person while he is grooming the trails
list maintenance requirements of various pieces of kitchen equipment	-read the operating manuals -demonstrate appropriate maintenance

Objective #2 Skills

The student will be able to:	Suggested activities:
perform basic custodial tasks	-sweep -mop -wax floors
perform basic carpentry operations	-patch a hole in plaster -hang a picture -replace glass
perform basic maintenance jobs	-repair a door knob -empty a plumbing trap -change a light switch
conduct a bus safety check	-do a bus safety check
inventory supplies charged to his/her area	-conduct a survey -worksheets

Objective #3 Attitude/Appreciation

The student will be able to:	Suggested activities:
have an appreciation for the responsibilities/ honesty and other requirements of a maintenance person	-role play -discussion -case studies

Administration:

Administrative functions include such activities as cash control, daily auditing, typing, computer, payroll, taxes, bookkeeping, etc. This unit can be of value tothose who enjoy working with figures as well as those looking toward business management careers.

Scope:

The administrative unit involves 26 hours of classroom and 6 hours of group activity- making a total of 32 hours in approximately 3 weeks.

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Date_____Book No._____

Objectives:

The student will gain a working understanding of the administrative functions of typical hospitality industry businesses.

The student will gain skills in the performance of basic administrative functions.

The student will gain an appreciation for the administrator and his/her place in the hospitality industry.

Objective #1 Understanding

The student will be able to:	Suggested activities:
list common interpersonal relationship skills of an administrator	-role play -guest speaker -selected readings
analyze a task and complete a job description for that task	-worksheet -instruction in the use of DOT
list the basic information that is obtained from a job interview	-role play -guest speaker-personnel officer

Objective #2 Skills

The student will be able to:	Suggested activities:
prepare a cash proof	-worksheet -group activity
properly prepare a bank deposit	-worksheet -guest speaker-from bank -make a bank deposit
type a business letter and envelope	-worksheet -integrated studies -practice typing business letter
properly fold and insert letter into envelope	-worksheet -integrated studies -practice typing envelopes and folding letters
compute payroll deductions	-worksheet -review employers tax guides
follow accepted filing procedures	-practice filing -exposed to 2 different filing systems
make accurate journal and ledger entries	-make journal & ledger entries -worksheets
type purchase orders	-worksheets -type PO -match source document to PO
conduct credit card credits and debits	-worksheets -practice use of credit card imprinters -prepare a credit card deposit

Objective #3 Appreciation

The student will be able to :	Suggested activities:
the studentwill list various job descriptions and title for occupations in this area	-use various career education material -guest speaker -interview a worker in this area

Front Office:

The Front Office Unit provides a background in dealing with the public, organizing records and being responsible for guest comfort.

Scope:

Front office activities involve a total of 35 hours, 15 hours in the classroom and 10 hours each in group lab activities and community based learning.

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Date..... Book No.....

Objectives:

The student will gain an understanding of front office procedures.

The student will gain basic skills in front office operation.

The student will gain attitudes and appreciation for the front office worker.

Objective #1 Understanding

The student will be able to :	Suggested activities:
list appropriate laws that relate to lodging establishments	-guest speaker from the legal field -review material from the innkeepers' asspc.
describe special services offered by hotels such as bell boys, valet, wake-up calls, safety deposit boxes, etc.	-job shadow at a hotel -discussion of the various hotel services
describe the interpersonal relationship skills that are necessary to maintain good relations with the guests	-role play activities -discussion on various interpersonal skills

Objective #2 Skills

The student will be able to:	Suggested activities:
demonstrate appropriate telephone behavior	-role play -discussion -teamwork communications
properly make a room reservation (check-in)	-group activity -CBL -role play -work sheets posting confirmation -vcr tape
perform hotel security checks	-discussion -job shadow a security person -vcr tape
operate the telephone system of the hotel	-practice putting calls on hold -practice switching calls to other stations -practice taking messages
properly check-out a customer	-role play -CBL -worksheets -vcr tape

Objective #3 Attitude/Appreciation

The student will be able to:	Suggested activities:
describe the teamwork and cooperation that is necessary for the smooth operation of the front desk	-discussion on interpersonal relationships

Merchandising:

This unit will help the student to develop skills as buyers, in sales and an ability to display merchandise. This unit will help develop cash handling skills, product familiarity and a comfort in dealing with people.

Scope:

The merchandising unit involves 21 hours or two weeks of class time. The hours will be further divided into 6 hours of classroom, 7 hours of group experiences and 8 hours of community based learning.

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Date_____Book No._____

Objectives:

The students will gain an understanding of the merchandising aspect of the hospitality industry.

The students will gain basic skills in the area of merchandising.

The students will gain an appreciation of the merchandising worker.

Objective #1 Understanding

The student will be able to:	Suggested activities:
determine profit and mark up	-discussion -worksheets
list characteristics of various merchandise i.e., souvenirs, food	-survey -discussion
discuss the principles of display	-discussion -construct a display -merchandise advertising
discuss anxiliary products that enhance the original product, i.e., photographs of white water trips	-brainstorming -survey

Objective #2 Skills

The student will be able to:	Suggested activites:
order merchandise from a wholesaler	-guest speaker -wholesale salesperson -worksheets
assist in setting-up skis	-speaker-ski show -job shadow -CBL
assist in selling merchandise, including making change, charges, etc.	-classroom practice -CBL

Objective #3 Appreciation

The student will be able to:	Suggested activities:
discuss the skills needed to be an effective merchandiser	-construct a chart showing a product from the factory to the consumer

Entrepreneurship:

Entrepreneurship is the act or process of getting into and managing your own business enterprise. Within the Hospitality Industry there is ample opportunity and demand for many individualized services. It is the intent of this unit to introduce the students to the business opportunities available in this the Hospitality Industry.

Scope:

The Entrepreneurship Unit will allow the student to draw from his varied experiences and create his own business. This unit will last approximately three weeks, with 20 hours of actual class time and 12 hours of group activities.

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Date_____Book No._____

Objectives:

To develop in each student an understanding and appreciation for the entrepreneur.

To develop in each student an insight into the needs and wants of the tourist.

To develop in each student an awareness of how the needs and wants of the needs and wants of the tourist trade could be developed to create a new or improved business or service.

To develop in each student an understanding of how a new enterprise is planned, financed and marketed.

Objective #1 Understanding

The student will be able to:	Suggested activities:
define entrepreneurship	-lesson Discovering the World of Entrepreneurship -have students compare their definitions with those in texts/dictionaries -attend area workshop entrepreneurship
distinguish between entrepreneurship and small business management	-have students give examples of entrepreneurship and small business management -compare and contrast the similiarities & differences of entrepreneurship and small business management
discuss future prospects for entrepreneurship	-discussion of opportunities for entrepreneurship in our local area discussion of opportunities for entrepreneurship on a larger scale -use publications available from Me. Publicity Bureau and others - survey local area with other parts of the state
discuss the advantages and disadvantages of working for yourself	-have students draw from personal experience and relate to a self-employment history -have students compare a self-employment experience with that of working for others use SBA publications-"Fact Finding About Yourself"
identify characteristics common to successful entrepreneurs	-have students list characteristics -have students survey entrepreneurs for their characteristics of success -have students interview an entrepreneur guest speaker -use various magazines and analyze success stories

Objective #2 Insight

The student will be able to:	Suggested activities:
describe sources of new enterprise ideas	-have students read magazines articles -have students survey tourists for services that could have improved their vacation -have students survey their own needs -have surveys for specific age groups -study the history of leisure activities -have a guest speaker from a local chamber of commerce
discuss how brainstroming observations and notebooks can be used to develop new enterprise ideas	-have student brainstorm solutions -have students observe a business operation and develop ideas of added goods/services -have students maintain a log to record those "brainstorm ideas"

Objective #3 Awareness of the needs and wants of the tourist trade that could be developed to create a new or improved business or service.

The student will be able to:	Suggested activities:
explain fomal and informal surveys	-have students develop a survey -have students conduct a formal survey -have students conduct an informal survey
explain sales forecasting	-students will select a new product or service in an area store, estimate the number of sales, then compare their estimates with the actual sales -guest speaker
identify the characteristics of a good location	-field trip lead by local realtor -interview shop owners -analyze ways to overcome a less than desirable location -conduct a traffic survey
evaluate the competition	-survey two local businesses offering similar goods/services, develop a chart comparing and contrasting the businesses

Objective #4 To develop in each student an understanding of how a new enterprise is planned, marketed and financed.

The student will be able to :	Suggested activities:
compare the legal forms of business enterprise	-a lesson on forms of business -a local lawyer as a juest speaker -a local banker as a guest speaker -have reps. from DEP and LURC speak on environmental impact -have an insurance agent speak on employer liability
write a definition of his planned business/ service	-write definitions -use SBA publications to determine business goals -use Dodd & Blair publications to prepare business plan -utilize pamphlets & brochures from the local area to compare existing operations with proposed operations
identify sources of assistance for planning an enterprise	-visit local planning board -guest speaker from the Office of Economic Development -examine the town's comprehensive plan -SCORE
explain methods of pricing, products and services	-guest speaker-product salesman -related lessons in business math -compare the pricing of services with like services in other areas
describe ways of promoting his products and services	-develop a brochure -experience various advertising mediums -guest speaker from the chamber of commerce

Objective #4 continued

The student will be able to :	Suggested activities:
estimate start-up costs for a new enterprise	-interview a new business owner -utilize various SBA forms -guest speaker from local bank
identify sources of funds	-visit the local banks -write SBA for additional information -attend University of Maine Entrepreneurial workshop -FAME -Maine Capital Corporation
suggest tips for requesting loans	-local bank manager as a guest speaker -utilize SBA publications
describe how price, volume, costs of sales and operating expenses affect net profit	-interview local business owners -project expenses for year in a financial plan

Teaching Aids or Devices (Suggested)

1. Charts
2. Related business magazines
3. Chalkboard
4. Bulletin Board
5. Films
6. Guest Speakers

Evaluation Techniques

1. Observations
2. Performance
3. Class discussion
4. Written tests and quizzes
5. Assignments
6. Reports
7. Critiques

Unit Evaluation: Evaluation of the unit should be concerned primarily with how well the behavioral objectives have been accomplished.

Objective #4 To develop in each student an understanding of how a new enterprise is planned, marketed and financed.

The student will be able to :	Suggested activities:
compare the legal forms of business enterprise	-a lesson on forms of business -a local lawyer as a juest speaker -a local banker as a guest speaker -have reps. from DEP and LURC speak on environmental impact -have an insurance agent speak on employer liability
write a definition of his planned business/ service	-write definitions -use SBA publications to determine business goals -use Dodd & Blair publications to prepare business plan -utilize pamphlets & brochures from the local area to compare existing operations with proposed operations
identify sources of assistance for planning an enterprise	-visit local planning board -guest speaker from the Office of Economic Development -examine the town's comprehensive plan -SCORE
explain methods of pricing, products and services	-guest speaker-product salesman -related lessons in business math -compare the pricing of services with like services in other areas
describe ways of promoting his products and services	-develop a brochure -experience various advertising mediums -guest speaker from the chamber of commerce

Objective #4 continued

The student will be able to :	Suggested activities:
estimate start-up costs for a new enterprise	-interview a new business owner -utilize various SBA forms -guest speaker from local bank
identify sources of funds	-visit the local banks -write SBA for additional information -attend University of Maine Entrepreneurial workshop -FAME -Maine Capital Corporation
suggest tips for requesting loans	-local bank manager as a guest speaker -utilize SBA publications
describe how price, volume, costs of sales and operating expenses affect net profit	-interview local business owners -project expenses for year in a financial plan

Teaching Aids or Devices (Suggested)

1. Charts
2. Related business magazines
3. Chalkboard
4. Bulletin Board
5. Films
6. Guest Speakers

Evaluation Techniques

1. Observations
2. Performance
3. Class discussion
4. Written tests and quizzes
5. Assignments
6. Reports
7. Critiques

Unit Evaluation: Evaluation of the unit should be concerned primarily with how well the behavioral objectives have been accomplished.

References:

Samson, Harland E. and Little, Wayne G., Hillcrest Mall- A Retail Merchandising Project Cincinnati, Southwestern Publishing Co., 1988

Donnelly, Mary Queen, Skills for Consumer Success Cincinnati, Southwestern Publishing Co., 1987

Still, William A. and Hutt, Roger W., Marketing: An Introduction, Cincinnati Southwestern Publishing Co., 1986

Ditzenberger, Roger and Kidney, John Selling: Helping Customers Buy, Cincinnati Southwestern Publishing Co., 1986

Samson, Harland E. and Little, Wayne G., Retail Merchandising - Consumer Goods and Services, Cincinnati, Southwestern Publishing Co., 1988

Williams, John W. and Eggland, Steven A., Communication in Action Cincinnati Southwestern Publishing Co., 1988

Daggett, Willard R. and Marrazo, Martin J., Solving Problems/Making Decisions Cincinnati, Southwestern Publishing Co., 1983

Como, Jay Surviving on the Job, Bloomington, Ill., McKnight, 1983

Job Hunting in Maine Bureau of Employment Security, Augusta, Maine

Zedlitz, Robert, Getting a Job Cincinnati, Southwestern Publishing Co., 1987

Hunt, Roger W., Entrepreneurship: Starting Your Own Business Cincinnati Southwestern Publishing Co., 1988

Reader's Digest Complete Do-It-Yourself Manual, Pleasantville, N.Y., Reader's Digest Assoc., 1973

Lane, Harold E., and VanHartsvelt, Mark, Hospitality Administration, Reston, Va., Reston Publishing Co., 1983

Tucker, Georgina, and Schneider, Madelin, Professional Housekeeper 2nd Ed., VanNostrand Reinhold Co. 1982

Haines, Robert G., Food Preparation for Hotel-Restaurants and Cafeterias 2nd Edition, Chicago, American Technological Society 1973

Resource Material:

Tourism USA- Guidelines for Tourism Development: Univ. of Missouri Dept. of Rec.& Park Administration 1986

American Hotel and Motel Association 888 Seventh Ave., New York, New York 10019

1. Information Kits
2. Publications A-Accounting, B-Conservation, C-Maintenance-Management

Maine Innkeepers Association 142 Free St., Portland, Maine 04101

1. Text books
2. VCR Tapes

Maine Restaurant Association PO Box 5060 - 5 Wade St., Augusta, Maine 04330

1. Scholarship

The Office of Tourism: State House Sta. 59, Augusta, Maine 04443

1. Guest Speakers

Maine
Innkeepers
Association

142 Free Street / Portland, Maine 04101 / 773-7670

The following videotapes and text books are in the office of the MAINE INNKEEPERS ASSOCIATION LIBRARY for members to borrow on a first call, first serve basis.

VCR TAPES

FRONT OFFICE
Guest Relations / Handling Guest Complaints / Upselling & Suggestive Selling

HOTEL/MOTEL CAREERS
Check in Today

HOUSEKEEPING
Professional Guestroom Cleaning

SERVING ALCOHOL WITH CARE

HOTEL SECURITY ON TRIAL

PROFESSIONAL DINING ROOM SERVICE - Parts I & II

TEXT BOOKS

FRONT OFFICE SEMINAR - Instructor's Guide

HOSPITALITY INDUSTRY MANAGERIAL ACCOUNTING

PLANNING & CONTROL FOR FOOD & BEVERAGE

TRAINING FOR THE HOSPITALITY INDUSTRY ✓

UNDERSTANDING HOTEL/MOTEL LAW

HOUSEKEEPING SEMINAR - Instructor's Guide

CONTROLLING DRUG ABUSE

MANAGING SERVICE IN FOOD & BEVERAGE OPERATIONS

SECURITY & LOSS PREVENTION MANAGEMENT

MANAGING HOSPITALITY INDUSTRY SYSTEMS

REDUCING LIABILITY COSTS IN THE LODGING INDUSTRY

UNIFORM SYSTEM OF ACCOUNT & EXPENSE DICTIONARY FOR SMALL HOTEL/MOTELS

EFFECTIVE MEDIA RELATIONS FOR THE LODGING INDUSTRY

HOSPITALITY CRAFT COMMITTEE

Donna Lander, PO Box 101, Greenville, Maine 04441 695-3378
Publicity/Promotion

Ronald Masure, PO Box 1134, Greenville, Maine 04441 695-3737
Restaurant/Lodging

Dr. Jack Sheltmire, Univ. of Me. Presque Isle, Maine 04769
Professor:Recreational Activities 764-0311
(part-time resident of Greenville)

Ruth Devlin, PO Box 1102, Greenville, Maine 04441 695-2229
Bed & Breakfast Entrepreneur
Food Service Instructor

Beverly Walker, PO Box 191, Greenville, Maine 04441 695-2991
Executive Director,
Moosehead Marine Museum
Owner - Mainely Wreaths
Hospitality Instructor

James Richards PO Box 187, Greenville, Maine 04441
Principal, GHS 695-2666

Dave Morrill PO Box 614, Greenville, Maine 04441
Vocational Coordinator 695-2666

GREENVILLE HIGH SCHOOL
Greenville, ME 04441

Individual Educational Plan
-Vocational-

Name: Susan Sample DOB 3/1/70 Grade 11 Phone # 695-5555

Parent's Mr & Mrs Vern Vocational Address Greenville

IEP Participants: B Walker, inst.; D. Morrill, voc coord.,
S. Sample, student, M&M Vern Vocational, parents.

Individual Strengths:

Academically average to above average student strong in math. very involved in athletics and service organizations, good leadership skills

Needs:

exposure to the many career opportunities avalable in the hospitality industry.

Annual Educational Goals:

Career Plan: undecided, but enjoy working with people

Vocational Goals:

gain work skills

gain interpersonal relationship skills

gather experience in various types of work situations

General Education Goals:

maintain or improve G.P.A.

complete 4th year of [illegible]

-x-

Special Program Description:

Work Site:	Site Supervisor:	Time Obligation:
Leisure Life	Ron Masure	6 hrs.
Squaw Mt.	Denise Fuller/Dan Waxman	12 hrs.
Moosehead Chamber of Commerce	Audrey Thornton	4 hrs.
Indian Hill Motel	Callie Muzzy	4 hrs.
Squaw Mt Ski Shop	Greg Blackwell	2 hrs
Kellys kitchen	Mary Hughes	8 hrs

means and schedule of evaluation:

Each work station will be contacted at the completion of the obligation or 8 hrs. which-ever comes first.

Special equipment, materials, transportation:

none required

Other considerations and recommendations:

all applicable labor laws will be observed. because of the strenuous nature with others at these work sites will be scheduled for Christmas, Feb, and April vacation periods.

Parental Consent for Placement

I approve of the program recommended for my child as outlined in this Individual Educational Plan. I understand that my permission for this program is voluntary and may be revoked at any time.

date: 5/24/89 parent signature: [signature]

GREENVILLE HIGH SCHOOL
Greenville, ME 04441

Date: 5/24/88 Individualized Learning Experience Vocational Student: Susan Sample
Educational Goals: CBL - Leisure Life Grade: 11

Short Term Objectives:	Methods/Materials	Evaluation date	Outcome
1. will be on time for work 2. will dress appropriately 3. will be responsible for preparing salads 4. will prepare vege.- wash, peel, etc. 5. will cut vegs to appropriate size/ shapes 6. will arrange tossed salads in individual bowls 7. will get along with co-workers 8. will use equipment safely.	will prepare salads under the direction of the chef, utilizing available equipment, tools, and materials available in the restaurant.	at the end of the 6 hour work period	objectives 1, 2, 7, & 8 were met very adequately 3, 4, & 6 were adequately met objective #5 requires more practice.

GREENVILLE HIGH SCHOOL
Greenville, ME 04441

Date: 5/24/88 Individualized Learning Experience Vocational Student: Susan Sample
Educational Goals: Individual Recreational Activity - Cross Country Skiing. Grade: 11

Short Term Objectives:	Methods/Materials	Evaluation date	Outcome
1. will practice the diagonal technique of cross country skiing.	Student will provide her own skis, and ski pass	Jan. 15	1,4 still requires additional practice
2. will practice the skating technique of cross country skiing			2,3 & 5 has not started
		Jan 30	1 & 4 met objectives adequately
3 will utilize the groomed X-country ski trails at squaw Mt.			2,3 additional practice
			5 not started
4. will utilize snowmobile Trails behind home		Feb. 20	1 & 4 adequate
			2 & 3 adequate
5 will prepare a speech for classmates on the Sport of X country skiing - diagonal vs skating and groomed trails vs non-groomed			5. very adequate.

John R. McKernan, Jr
Governor

John Fitzsimmons
Commissioner

James H. McGowan
Director

DEPARTMENT OF LABOR
Bureau of Labor Standards
Division of Minimum Wage & Child Labor

May 26, 1988

James Richards
Greenville Schools
Greenville, Maine 04441

Dear Mr. Richards:

This letter is in response to our recent telephone conversation and your letter of April 20th.

You have correctly summarized our discussion on your Hospitality Industry course. The State would recognize your program as a legitimate Six-Point Criteria program provided you keep your students under the 40-hour limitation in each job experience situation.

As you mentioned, we would not allow you to use the same locations over and over in the placement process so that several businesses obtained "free" labor over a period of several months. If you have, perhaps, ten different businesses and ten students, we would not recognize the program as being legal if you continuously placed these ten students for 40 hours at each of the ten locations. However, if you have ten locations and placed a student in, perhaps three or four locations during the school year then we would have no problem with the legality of your program.

You should also check with the U.S. Department of Labor, Employment Standards Administration, JFK Federal Bldg., Boston, Massachusetts. You should direct any inquiry to Margaret McDonald, who is very well-versed on the subject.

If you have any further questions, please feel free to call on me.

Sincerely yours,

Anne L. Hamel

Anne L. Hamel
Supervisor Employment Standards

ALH/ah

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State House Station 45, Augusta, Maine 04333 — *Located at Rm. 710, State Office Building*
Telephone (207) 289-3331